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# **ANNUAL REPORT OF THE ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE**

**Presented to the  
Virginia Board of Education**

**May 26, 2004**



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**ANNUAL REPORT  
OF THE  
ADVISORY BOARD ON TEACHER  
EDUCATION AND LICENSURE**

**REPORT TO THE  
BOARD OF EDUCATION**

**May 26, 2004**

*Linda Kelly, Chair*  
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**Advisory Board on Teacher Education and  
Licensure Recommendations to the  
Board of Education  
for the  
2003-2004 School Year**

**RECOMMENDATION ONE:** The Advisory Board on Teacher Education and Licensure recommends that the Board of Education approve the American Council on Teaching Foreign Language (ACTFL) Oral Proficiency Interview and the Writing Proficiency Test as alternative assessments for the Modern Language Association (MLA) Proficiency Test for Teachers. Both tests must be passed at the Advanced Mid-Level of proficiency.

**RECOMMENDATION TWO:** The Advisory Board on Teacher Education and Licensure recommends that the Board of Education not require the Virginia Reading Assessment for teachers of early childhood special education, students with severe disabilities, and speech-language pathologists.

**RECOMMENDATION THREE:** The Advisory Board on Teacher Education and Licensure recommends that the Board of Education accept the Teacher Education Accreditation Council (TEAC) as an option for program approval of teacher education programs based on development of a partnership agreement to reflect at least the following essential program components: candidate performance in the program; achievement of K-12 students; review of individual program teaching area(s); orientation and training of reviewers; establishment of program review cycle; and, ease of reporting.

**RECOMMENDATION FOUR:** The Advisory Board on Teacher Education and Licensure recommends that the Board of Education approve with stipulations the Virginia Intermont College teacher preparation program.

**RECOMMENDATION FIVE:** The Advisory Board on Teacher Education and Licensure recommends that the Board of Education support the decisions of the Unit Accreditation Board (UAB) of the National Council for Accreditation of Teacher Education (NCATE):

1. Support the continued accreditation of the professional education unit at Virginia Tech, George Mason University, Radford University, Longwood University, and the College of William and Mary; and
2. Support the accreditation of Liberty University at the initial preparation level and provisional accreditation at the advanced preparation level.



## **INTRODUCTION**

The Advisory Board on Teacher Education and Licensure is composed of 19 members appointed by the Board of Education. The members of the advisory board are appointed for three-year terms. Ten members of the advisory board are classroom teachers--three are elementary school teachers, three are middle school teachers, and three are high school teachers. Three members of the advisory board are school administrators--a school principal, a division superintendent, and a school personnel administrator. Two members of the advisory board serve as faculty members of teacher preparation programs in public or private institutions of higher education. The membership also includes a school board member, a parent-teacher association representative, a representative of the business community; and a citizen at large. The Superintendent of Public Instruction or designee, the Director of the State Council of Higher Education or designee, and the Chancellor of the Virginia Community College System or designee serve as nonvoting ex-officio members of the advisory board.

The coordination of activities and work responsibilities of the advisory board are developed jointly by the executive committee, the Board of Education liaison, and the Department of Education liaison. The advisory board meets five times per year, or upon the request of its chairman or the Board of Education. Annually, the advisory board elects a chairman from its membership.

The Advisory Board on Teacher Education and Licensure advises the Board of Education and submits recommendations on policies applicable to the following:

- qualifications, examination, licensure, and regulation of school personnel including revocation, suspension, denial, cancellation, reinstatement, and renewals of licensure;
- fees for processing applications;
- standards for the approval of preparation programs;
- reciprocal approval of preparation programs; and
- other related matters that the Board of Education may request or the advisory board may deem necessary.

The final authority for licensure of school personnel remains with the Board of Education.



**ABTEL MEETINGS**

The Advisory Board on Teacher Education and Licensure (ABTEL) held five meetings on the following dates during 2003-04:

September 15, 2003  
November 17, 2003  
January 26, 2004  
March 15, 2004  
April 19, 2004

ABTEL members attended recognition banquets for the 2003 Milken educators and the 2004 Virginia Teachers of the Year. Advisory board members also participated in the Teachers of Promise Institute at James Madison University on March 19-20 and served as ambassadors for the Great Virginia Teach-In held March 27-28 in Richmond.

**INITIATIVES**

The annual report of the Advisory Board on Teacher Education and Licensure highlights the major projects undertaken by the advisory board as well as recommendations for action by the Board of Education. During the 2003-04 school year, the advisory board pursued numerous initiatives in teacher education and licensure. These initiatives included the following:

- Proficiency Level for the American Council on Teaching Foreign Language (ACTFL) Assessments;
- Virginia Reading Instructional Assessment, including the areas of Special Education Subject to the Testing Requirement;
- Teacher Education Accreditation Council (TEAC); and
- Approval and Continuing Approval of Teacher Education Programs Reviewed During the 2003-04 Year in Virginia Institutions of Higher Education.

The advisory board also received information and discussed major initiatives in teacher education and licensure relative to the following items:

- SAT® as an Alternate Assessment for Praxis I (approved by the Board of Education on March 24, 2004);
- Praxis I Score Review (received by the Board of Education on April 28, 2004);
- No Child Left Behind: Implications for Teacher Education and Licensure in Virginia, including the High Objective Uniform State Standard of Evaluation (HOUSSE) and Virginia's Definition of the Alternate Route for Highly Qualified Teachers;
- Virginia's Teacher Quality Enhancement Grant;
- An Appeals Process for Praxis I (presented to the Board of Education January 7, 2004);



- Mid-Atlantic Regional Teacher's Project—Meritorious New Teacher Candidate Designation;
- A Report on the 2004 General Assembly Initiatives;
- Virginia's Instructional Personnel Survey and Requirements for Highly Qualified Teacher and Paraprofessional Performance Targets;
- Mentor Teacher/Clinical Faculty Programs;
- Report on the New Teacher Project; and
- Reports on Issues Relative to Teacher Education and Licensure from the Department of Education, Virginia Community College System, and State Council of Higher Education for Virginia.



## **Proficiency Level for the American Council on Teaching Foreign Language (ACTFL) Assessments**

### **BACKGROUND**

*The Licensure Regulations for School Personnel* allow native speakers or candidates who have learned a foreign language without formal academic credit in a college or university to meet the foreign language endorsement requirements by achieving a composite score at or above the 50<sup>th</sup> percentile on the listening, speaking, reading, writing, civilization, and culture sections of the Modern Language Association Proficiency Test for Teachers and Advanced Students, and earning a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from an accredited college or university in the United States.

The Modern Language Association (MLA) Proficiency Test is offered in French, German, Italian, Russian, and Spanish. The languages offered are limited, and test administrations are difficult to schedule. In addition, portions of the test are outdated. Ms. Fay Rollings-Carter, foreign language specialist for the Department of Education, recommended for consideration alternate tests to the MLA-- the American Council on Teaching Foreign Language (ACTFL) Oral Proficiency Interview and the Writing Proficiency Test.

The **ACTFL Oral Proficiency Interview (OPI)** is a face-to-face or telephone interview between a certified ACTFL tester and examinee that determines how well a person speaks a language by comparing his or her performance of specific communication tasks with the criteria for each of 10 proficiency levels described in the *ACTFL Proficiency Guidelines-Writing (Revised 1999)*. The **ACTFL Writing Proficiency Test (WPT)** is a vehicle that measures how well a person spontaneously writes in a language (without access to dictionaries or grammar references) by comparing his/her performance on specific writing tasks with the criteria stated in the *ACTFL Proficiency Guidelines – Writing (Revised 2001)* descriptions. Written tests are available in the following languages: Albanian, Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Serbo-Croate, and Spanish. The Spanish, German, and French written tests also are available in computerized tests via the Internet. An individual may register for the tests online; the tests are administered at a school or institution of higher education by an appropriate proctor.

The costs of the assessments are as follows:

Oral Proficiency test--\$129

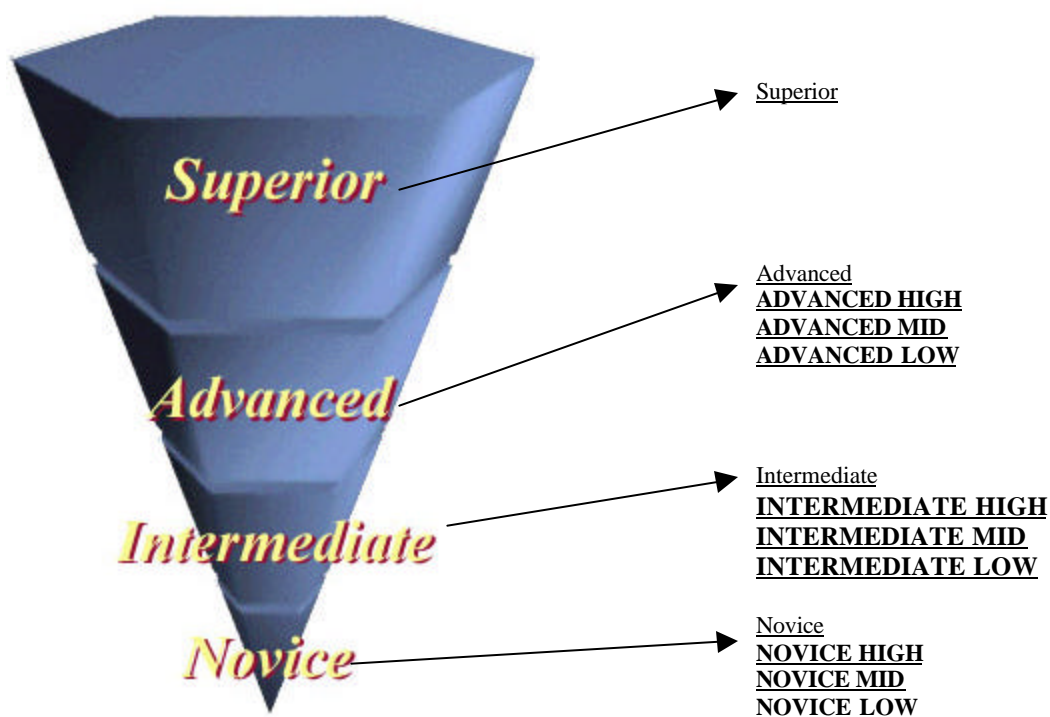
Written test--\$50

Both Oral Proficiency and Written Tests--\$160



The 10 proficiency levels that may be achieved by test takers are listed below:

### ACTFL Proficiency Guide Lines



[Excerpt from the Language Testing International Web Site]

The Advisory Board on Teacher Education and Licensure reviewed the descriptors of the levels of proficiency. Faye Rollins-Carter recommended a score of “**Advanced Mid-Level**” for the OPI and the WPT.

### Oral Proficiency Interview

**ADVANCED MID** Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance. Advanced-Mid level speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. Advanced-Mid level speakers can handle successfully and with relative ease the linguistic challenges presented by a unexpected events that occur within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid level speakers performing advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of



specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language. Advanced-Mid level speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with accuracy, clarity, and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid level speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid level speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

### **Writing Proficiency Test**

**ADVANCED MID LEVEL** - Writers at the Advanced-Mid level are able to meet a range of work and academic writing needs; to write cohesive summaries; to write about familiar topics relating to interests and events of current, public, and personal relevance by means of narratives and descriptions of a factual nature. Advanced-Mid level writers demonstrate the ability to narrate and describe with some detail in all major time frames. Written expression is characterized by a range of general vocabulary that expresses thoughts clearly, at times supported by some paraphrasing or elaboration. Writing at the Advanced-Mid level may exhibit a number of cohesive devices in producing texts of several paragraphs in length. There is good control of the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination. There may be frequent errors in complex sentences, as well as in punctuation, spelling, or the formation of nonalphabetic symbols and character production due to graphic or sound confusion. While features of the written style of the target language may be present, Advanced-Mid level writing may at times resemble transcriptions of oral discourse. Where appropriate, Advanced-Mid level writing incorporates organizational elements such as introduction, topic sentences, supporting facts, comparing and contrasting, chronological sequencing, summary, and conclusion. When called on to perform functions or to handle topics associated with the Superior level, the Advanced-Mid level writers will generally manifest a decline in the quality and/or quantity of their writing, often lacking the rhetorical structure, the accuracy, and the fullness of elaboration and detail that would be characteristic of the Superior level. Writing at the Advanced-Mid level is understood readily by natives not used to the writing of non-natives.

[Excerpt from the Language Testing International Web Site]



**RECOMMENDATION**

The Advisory Board on Teacher Education and Licensure recommends that the Board of Education approve the American Council on Teaching Foreign Language (ACTFL) Oral Proficiency Interview and the Writing Proficiency Test as alternative assessments for the MLA test. Both tests must be passed at the Advanced Mid level of proficiency.



## Virginia Reading Instructional Assessment, including the Areas of Special Education Subject to the Testing Requirement

### **BACKGROUND**

House Joint Resolution Number 794 (HJR 794), agreed to by the 2001 session of the Virginia General Assembly, requested the Department of Education, in cooperation with the State Council of Higher Education for Virginia, to study the proficiency of Virginia teachers in teaching systematic explicit phonics. A series of initiatives by the Advisory Board on Teacher Education and Licensure (ABTEL) and the Board of Education confirmed the need for consistent instruction in reading for persons aspiring to teach, as well as those already in classrooms.

On April 29, 2003, the Board of Education adopted a Resolution to Enhance the Teaching of Reading in Virginia. One goal of the plan to implement that resolution is to develop a reading assessment aligned with the Virginia Standards of Learning and the National Reading Panel's five key components of effective reading instruction – phonics, phonemic awareness, vocabulary, comprehension, and fluency. That goal will be achieved through the requirement and administration of the Virginia Reading Assessment (VRA). Additionally, the test will help identify those teaching candidates who have the knowledge and skills that are important for performing the job of an elementary (prek-3 or prek-6) or special education teachers or reading specialists in Virginia public schools.

The VRA will be required of all candidates applying for licensure as elementary (prek-3 or prek-6) teachers, special education teachers, or reading specialists. The VRA comprises two separate assessments: (1) the Virginia Reading Assessment for Elementary and Special Education Teachers, and (2) the Virginia Reading Assessment for Reading Specialists.

At its March 15, 2004 meeting, Mr. H. Douglas Cox, assistant superintendent for special education and student services, Virginia Department of Education, presented information in response to the following inquiry: Whether the VRA should be required for individuals seeking endorsements in the areas of early childhood special education (birth to age 5), speech-language disorders (prek-12), and severe disabilities (prek-12).

In summary, Mr. Cox reported the following:

- a) Early childhood special education teachers employ a wide variety of early literacy methods in their teaching; however, they do not teach reading. Members of the Institutions of Higher Education Council for the Early Education of Children with



Disabilities (IHEC) recommend that individuals seeking early childhood special education endorsement not take the VRA.

- b) The VRA is not recommended for the speech-language disorders endorsement since the scope of practice for speech-language pathologists does not include reading and they do not have the responsibility for providing instruction in reading.
- c) Based on the assumption that “the Virginia Reading Assessment would not test prospective teachers of students with significant cognitive disabilities on the essential skills they need to teach their students...” the Virginia Consortium for Teacher Preparation in Severe Disabilities does not support teachers seeking endorsement in severe disabilities to be required to take the VRA.

### **RECOMMENDATION**

The Advisory Board on Teacher Education and Licensure recommends to the Board of Education that the Virginia Reading Assessment (VRA) not be required for the following special education teachers:

- a) Teachers of Early Childhood Special Education;
- b) Speech-Language Pathologists; and
- c) Teachers of Students with Severe Disabilities.



## Teacher Education Accreditation Council (TEAC)

### **BACKGROUND**

Dr. Frank B. Murray, president and executive director of the Teacher Education Accreditation Council (TEAC), Dr. Sandra Cohen, director of teacher education, University of Virginia, and Dr. Leslie Willett, professor, Hollins University, provided an overview of TEAC at the March 15, 2004, ABTEL meeting. TEAC is a nonprofit organization founded in 1997 whose membership represents teacher education programs at institutions of higher education, from small colleges to large research universities, and includes professional organizations. TEAC's primary work is accrediting undergraduate and graduate professional teacher education programs.

To be accredited, an eligible program submits a research monograph called an *Inquiry Brief*. TEAC accredits the program based on an audit and evaluation of evidence supporting the *Inquiry Brief*.

TEAC is recognized by the Council for Higher Education Accreditation (CHEA) and by the U. S. Department of Education (USDOE). TEAC is a member of the Association of Specialized and Professional Accreditation (ASPA) and the American Council on Education (ACE). Additionally, the following higher education organizations endorsed TEAC's recognition by USDOE:

- Council of Independent Colleges (CIC)
- American Association of Universities (AAU)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of State Universities and Land-Grant Colleges (NASULGC)
- American Association of State Colleges and Universities (AASCU).

Dr. Sandra Cohen and Dr. Leslie Willett provided a brief overview of their experiences with and their support of TEAC. The University of Virginia is currently the only Virginia institution to have accreditation from both TEAC and the National Council for Accreditation of Teacher Education (NCATE). This item was referred to the Teacher Education Committee for a recommendation to ABTEL.



**RECOMMENDATION**

The Advisory Board on Teacher Education and Licensure recommends to the Board of Education that the Teacher Education Accreditation Council be accepted as an option for program approval of college and university teacher education programs, based on development of a Board of Education and TEAC partnership agreement to reflect at least the following essential program components:

- a) Candidate performance in the program;
- b) Student achievement;
- c) Ease of reporting;
- d) Individual program teaching area(s) review;
- e) Orientation and training of reviewers; and
- f) Program review cycle.



## Approval and Continuing Approval of Teacher Education Programs Reviewed During the 2003-04 Year in Virginia Institutions of Higher Education

### **BACKGROUND**

*The Regulations Governing Approved Programs for Institutions of Higher Education in Virginia* require colleges and universities that offer programs for the preparation of professional educators to obtain program approval from the Board of Education. In Virginia, the review and approval of programs are viewed as the shared responsibility of institutions of higher education, school divisions, and the Department of Education. Final approval rests with the Board of Education.

Additionally, the 1998 Session of the Virginia General Assembly enacted the following legislation: Persons seeking initial licensure who graduate from a Virginia institution of higher education shall, on or after July 1, 2002, only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institution have been assessed by a national accrediting agency or by a state approval process, with final accreditation by the Board of Education.

The regulations governing approved programs define the standards that must be met and the review procedures that must be followed to obtain and maintain board approval. The regulations also provide two options for the review of programs: 1) the state review process for which the college or university must meet the 20 standards established by the regulations, and 2) the NCATE (National Council for the Accreditation of Teacher Education) process for which the college or university must meet the six NCATE standards. In both, the institution hosts an on-site visit by a team of trained reviewers who develop a report of findings and a recommendation is regarding the status of the program.

A summary report of approved program reviews in Virginia completed during 2003-2004 is attached.

### **RECOMMENDATIONS**

1. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education approve the following recommendation for the Virginia Intermont teacher preparation program:

Approval with stipulations - (The institution's professional education unit has met the standards minimally, but significant weaknesses were identified and, as required, the institution has submitted a two-year plan of corrective action.)



2. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education approve the following NCATE recommendations:

Accreditation at the Liberty University initial teacher preparation level and provisional accreditation at the advanced preparation level;

Continued accreditation with conditions for The College of William and Mary; and

Continued accreditation of the following institutions:

Virginia Tech  
George Mason University  
Radford University  
Longwood University.

3. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education receive the report on the status of the teacher preparation program at Saint Paul's College and the progress report on the implementation of the graduate teacher preparation program at Christopher Newport University.



**SUMMARY OF APPROVED PROGRAM REVIEWS IN VIRGINIA 2003 – 2004**

In 2003-2004, 14 Virginia colleges and universities were scheduled for an on-site program review. Of the 14, eight were reviewed via the NCATE process and five were reviewed under the state process. One program was not reviewed as scheduled due to insufficient information but will be reviewed in the spring of 2005. The chart below summarizes the review schedule and resulting recommendations.

<b>INSTITUTION</b>	<b>REVIEW PROCESS</b>	<b>REVIEW DATE</b>	<b>RECOMMENDATION</b>
Liberty University	NCATE Initial Accreditation	March 29-April 2, 2003	Initial Preparation Level: Accredited Advanced Preparation Level: Accredited with Stipulation
Virginia Tech	NCATE Continuing Accreditation	April 5-9, 2003	Continuing Accreditation at Initial and Advanced Levels
Virginia Intermont	State Review	April 13-16, 2003	Approved with Stipulations
Radford University	NCATE Continuing Accreditation	October 4-8, 2003	Continuing Accreditation at Initial and Advanced Levels
George Mason University	NCATE Continuing Accreditation	October 18-22, 2003	Continuing Accreditation at Initial and Advanced Levels
Longwood University	NCATE Continuing Accreditation	October 25-29, 2003	Continuing Accreditation at Initial and Advanced Levels
The College of William and Mary	NCATE Continuing Accreditation	November 8-12, 2003	Accreditation with Conditions
Saint Paul's College	State Review	December 6-10, 2003	Rescheduled for spring 2005
Old Dominion University	NCATE Continuing Accreditation	February 21-25, 2004	To be received fall 2004
Ferrum College	State Review	March 14-17, 2004	To be received fall 2004
Bluefield College	State Review	March 21-24, 2004	To be received fall 2004
Virginia Wesleyan College	State Review	March 28-31, 2004	To be received fall 2004
James Madison University	NCATE Continuing Accreditation	April 3-7, 2004	To be received fall 2004
Averett University	State Review	April 4-7, 2004	To be received fall 2004



In addition to the on-site program reviews, Christopher Newport University submitted a progress report on the implementation of a new Master of Arts in Teaching program which the board approved as a two-year pilot program in July 2003.

In either the state review process or the NCATE process, all teacher preparation programs in Virginia must meet the following requirements:

- **The professional education unit shall ensure that candidates meet Praxis I and Praxis II requirements prior to the completion of the approved program; and**
- **The professional education unit shall ensure that at least 70 percent of candidates as documented in the institution's *Declaration of Admission*\*\* to the teacher education programs shall annually pass Praxis II subject area assessments.**

\*\* The Declaration of Admission is the list of all candidates, both full- and part-time, who are fully admitted to an institution's approved program and who have taken the Praxis II content assessments during the report year. The Declaration of Admission may or may not contain scores for candidates who are program completers.

## **SPRING 2003**

### **LIBERTY UNIVERSITY**

A joint state and NCATE team conducted an on-site review of the teacher education unit and teaching endorsement programs at Liberty University on March 29 – April 2, 2003. The team was chaired by Dr. Mary Poston Tanner, College of Education, University of Tennessee at Chattanooga, and co-chaired by Dr. Delores Greene, Dean of the School of Education and Interdisciplinary Studies, Virginia Union University.

The review was guided by the following six NCATE standards:

#### **Section One: Candidate Performance**

##### ***Standard 1: Candidate Knowledge, Skills, and Dispositions***

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

##### ***Standard 2: Assessment System and Unit Evaluation***

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.



## Section Two: Unit Capacity

### *Standard 3: Field Experiences and Clinical Practice*

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

### *Standard 4: Diversity*

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

### *Standard 5: Faculty Qualifications, Performance, and Development*

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

### *Standard 6: Unit Governance and Resources*

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

In addition to the NCATE standards, each institution's licensure endorsements areas were evaluated to ensure compliance with the following Virginia requirements:

- Arts and sciences degree required for all endorsement programs except health and physical education and career and technical education;
- Professional teachers' assessment requirement (Praxis I and II);
- Eighteen-hour cap on professional studies for all programs except elementary and special education for which the cap is 24 semester hours, excluding pre-clinical and post-field experiences; and
- Teaching area alignment with the Standards of Learning and licensure regulations.

At the NCATE Unit Accreditation Board (UAB) meeting held in October 2003, the School of Education at Liberty University was granted full accreditation at the initial teacher preparation level and provisional accreditation at the advanced preparation level. Standard 5 at the advanced preparation level was not met by the (UAB) for the following reason: Faculty productivity in scholarship does not support advanced programs and doctoral level research.



A letter summarizing the recommendations of the NCATE board for Liberty University may be found in Appendix B.

### 2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

<b>LIBERTY UNIVERSITY</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER- IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	9	44	2	9	43	4	10	42	3	56	32	57
Number Passing Assessment		43			36		9	41		56	32	57
Institutional Pass Rate		98%			84%		90%	98%		100%	100%	100%

### 2002-2003 Praxis II Assessments for Program Completers

<b>Liberty University</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	17	Elementary Educ.	17	100%
	4	English		
	2	Mathematics		
	8	Social Studies		
	5	Health and PE		
	1	Music		

### 2002-2003 Declaration of Admissions for Liberty University

<b><u>No. of Students</u></b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
34	Elementary Educ.	147-189	100%
4	English	172-190	100%
2	Mathematics	150-155	100%
8	Social Studies	164-185	100%
1	Music	170	100%
6	Health and PE	158-170	100%



**VIRGINIA TECH**

Virginia Tech received initial NCATE accreditation in 1973. The regular on-site review for continuing accreditation occurred April 5-9, 2003, and was chaired by Dr. Frank Meyers, Dean Emeritus of the School of Education, University of Nevada at Las Vegas, and co-chaired by Dr. Diane Simon, Associate Dean of the School of Education at Virginia Commonwealth University. At the NCATE UAB meeting held in October 2003, Virginia Tech was granted continuing accreditation at the initial and advanced levels. The accreditation decision pertains to the main campus as well as the Northern Virginia Graduate Center, the Southwest Virginia Center for Higher Education, the Virginia Tech Richmond Center, the Virginia Tech Roanoke Center, and the Hampton Roads Center.

A letter summarizing the recommendations of the NCATE board for Virginia Tech may be found in Appendix B

**2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>VIRGINIA TECH</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATIC S</b>	<b>CBT MATHEMATIC S</b>	<b>COMPUTER- IZED PPST MATHEMATIC</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	40	55	82	39	54	84	39	56	82	177	102	179
Number Passing Assessment	37	54	76	31	41	75	35	54	75	177	98	174
Institutional Pass Rate	93%	98%	93%	79%	76%	89%	90%	96%	91%	100%	96%	97%



**2002-2003 Praxis II Assessments for Program Completers**

<b>Virginia Tech</b>	No. of Students	Test Area	Number Passing	Pass Rate
	42	Elementary Educ.	42	100%
	5	English		
	20	Mathematics	17	85%
	1	Social Studies		
	7	Business Educ.		
	1	Music Educ.		
	3	Music Content		
	1	French		
	1	German		
	2	Spanish		
	9	Biology		89%
	3	Chemistry		100%
	2	Physics		
	5	Earth Science		100%
	12	Technology Educ.	12	100%
	2	Fam.&Cons.Science		
	6	Marketing Educ.		
	13	Health and PE	12	92%

**2002-2003 Declaration of Admissions for Virginia Tech**

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Passing</b>
4	Business Ed	640-700	100%
12	Biology	144-182	92%
3	Chemistry	155-175	100%
3	Earth Science	174-182	100%
48	Elementary	149-198	100%
11	English	162-198	91%
2	Family ConSci	560-600	100%
3	French	171-188	100%
13	Health and PE	148-187	85%
4	Marketing Ed	630-690	100%
26	Mathematics	135-188	88%
5	Music Ed	147-191	60%
3	Physics	149-171	100%
10	Social Studies	171-192	100%
5	Spanish	166-191	100%
10	Technology Ed	610-730	100%



**VIRGINIA INTERMONT COLLEGE**

The review of the Virginia Intermont College teacher preparation program was conducted April 13-16, 2003, in accordance with the standards and procedures outlined in the ***Regulations Governing Approved Programs for Virginia Institutions of Higher Education***. Dr. Patricia Stohr-Hunt, chair of the Department of Education at the University of Richmond, served as chair of the on-site review team.

The regulations governing approved programs set forth 20 standards in the following four categories:

- I. Program Design
- II. Faculty
- III. Candidates, and
- IV. Program Operation/Accountability.

The review team makes a recommendation of met or not met for each of the 20 standards. In addition, the team makes a recommendation of approved, approved with stipulations, or denied for the teacher preparation program as a whole; lastly, one of these three recommendations is made for each endorsement program offered by the institution.

The team recommendation for the Virginia Intermont (VI) teacher preparation program is approved with stipulations. As defined in the approved program regulations, a recommendation of approved with stipulations is made when the professional education program and the endorsement areas have met the standards minimally and significant weaknesses have been identified. The review team cited the following areas as needing improvement:

A clear knowledge base that undergirds the professional education program is lacking;

At the time of the review, several endorsement programs did not meet the 70 percent Praxis II pass rate;

Attention to diversity is lacking throughout professional studies;

Ongoing dialogue with the k-12 professional community is not present;

The workloads of the professional education faculty are excessive;

There is no clerical support for the program;

A systematic evaluation of adjunct instructors needs to be developed; and

There are inadequate resources to support the consistent delivery and quality of programs, including technology and access to computers for faculty and students.



When approval with stipulations is recommended, the institution must submit a plan of corrective action to the Department of Education. Virginia Intermont College has provided a plan that includes a response to the standards that were not met, a proposal to revamp the special education endorsement program, and a statement from the provost that supports the findings of the review team. In addition to the purchase of four new computers, part-time administrative support and part-time faculty are being provided. The Teacher Education Advisory Council has been expanded to include representatives from the k-12 community and students enrolled in the teacher preparation program.



**2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>VIRGINIA INTERMONT COLLEGE</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER-IZE DPPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	3	1	12	3	1	12	3	1	12	16	9	16
Number Passing Assessment			8			11			10	16	0	16
Institutional Pass Rate			67%			92%			83%			
<b><u>Composite Scores</u></b>	Read- ing	Writ- ing	Math									
Number Taking Assessment	16	16	16									
Number Passing Assessment	16	16	16									
Institutional Pass Rate	100%	100%	100%									

**2002-2003 Praxis II Assessments for Program Completers**

<b>Virginia Intermont College</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	8	Elementary Educ.		
	1	Social Studies		
	1	Health and PE		

**2002-2003 Declaration of Admissions for Virginia Intermont College**

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
8	Elementary Educ.	143-194	100%
1	Social Studies	187	100%
1	Health and PE	164	100%



**RECOMMENDATIONS**

The Advisory Board on Teacher Education and Licensure recommends the following:

1. That the Board of Education approve the recommendation on the continuing accreditation of Virginia Tech and the accreditation of the Liberty University initial teacher licensure program and provisional accreditation at the advanced preparation level.
2. The Advisory Board on Teacher Education and Licensure recommends the Board of Education approve the following recommendation for the Virginia Intermont teacher preparation program:

Approval with stipulations - (The institution's professional education unit has met the standards minimally, but significant weaknesses were identified and, as required, the institution has submitted a two-year plan of corrective action.)



**FALL 2003****RADFORD UNIVERSITY**

Radford University received initial NCATE accreditation in 1993. The regular on-site review for continuing accreditation occurred October 4-8, 2003, and was chaired by Dr. P. Rudy Mattai, of the State University of New York College at Buffalo, and co-chaired by Dr. Mark Hogan of Eastern Mennonite University. At the NCATE UAB meeting held in March 2004, Radford University was granted continuing accreditation at the initial and advanced preparation levels.

A letter summarizing the recommendations of the NCATE board for Radford University may be found in Appendix B.

**2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>RADFORD UNIVERSITY</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER-IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER-IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER-IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	79	95	51	75	93	57	76	91	57	225	40	225
Number Passing Assessment	72	89	40	57	63	43	59	84	45	225	40	225
Institutional Pass Rate	91%	94%	78%	76%	68%	75%	78%	92%	79%	100%	100%	100%

**2002-2003 Praxis II Assessments for Program Completers**

<b>Radford University</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	8	Elementary Educ.		
	7	English		
	9	Social Studies		
	3	Business Educ.		
	3	Music Content		
	8	Art		
	1	German		
	1	Chemistry		
	10	Health and PE	10	100%



**2002-2003 Declaration of Admissions for Radford University**

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
2	Art	180	100%
3	Business Education	630-670	100%
1	Chemistry	183	100%
1	Earth Science	160	100%
10	English	157-188	60%
1	German	168	100%
4	Health and PE	161-178	100%
13	Social Studies	148-182	84.6%

**GEORGE MASON UNIVERSITY**

George Mason University received initial NCATE accreditation in 1993. The regular on-site review for continuing accreditation occurred October 18-22, 2004, and was chaired by Dr. Rosetta Sandidge of the College of Education at the University of Kentucky, and co-chaired by Dr. James Laws of Virginia State University. At the NCATE UAB meeting held in March 2004, the Graduate School of Education at George Mason University was granted continuing accreditation at the initial and advanced preparation levels.

A letter summarizing the recommendations from NCATE for George Mason University may be found in Appendix B.

**2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>GEORGE MASON UNIVERSITY</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER- IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	26	93	24	27	89	27	26	91	27	144	52	147
Number Passing Assessment	20	91	15	18	73	13	18	76	17	121	49	123
Institutional Pass Rate	77%	98%	63%	67%	82%	48%	69%	84%	63%	84%	94%	84%



**2002-2003 Praxis II Assessments for Program Completers**

<b>George Mason University</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	22	Elementary Educ.	21	95%
	5	English		
	2	Mathematics		
	9	Social Studies		
	8	Music Content		
	2	French		
	2	German		
	1	Spanish		
	1	Chemistry		
	7	HPE		

**2002-2003 Declaration of Admissions for George Mason University**

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
1	Vocal Music	162	100 %
5	Instrumental Music	160-165	100%
4	Biology	169-198	100%
1	Physics	126	0%
5	Chemistry	153-196	100%
1	Earth Science	169	100%
7	Health and PE	156-181	100%
76	Elementary Educ.	145-200	100%
10	Spanish	148-200	90%
1	German	186	100%
4	French	182-200	100%
23	Social Studies	145-200	83%
17	Mathematics	139-191	88%
22	English	153-200	68%

**LONGWOOD UNIVERSITY**

Longwood University received initial NCATE accreditation in 1954. The regular on-site review for continuing accreditation occurred October 25-29, 2003, and was chaired by Sister Jean Morrow of Emporia State University, and co-chaired by Dr. Helen Bessant-Byrd of Norfolk State University. At the NCATE UAB meeting held in March 2004, the College of Education and Human Services at Longwood University was granted continuing accreditation at the initial and advanced preparation levels.

A letter summarizing the recommendations of the NCATE board for Longwood University may be found in Appendix B.



**2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>LONG- WOOD UNIVER- SITY</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER- IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	62	82	21	62	83	20	61	81	24	166	35	166
Number Passing Assessment	58	77	21	50	69	18	57	69	19	166	35	166
Institutional Pass Rate	94%	94%	100%	81%	83%	90%	93%	85%	79%	100%	100%	100%

**2002-2003 Praxis II Assessments for Program Completers**

<b>Longwood University</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	9	Elementary Educ.		
	7	English		
	3	Mathematics		
	4	Social Studies		
	2	Music Content		
	6	Art		
	1	German		
	1	Spanish		
	2	Biology		
	3	Health and PE		

**2002-2003 Declaration of Admissions for Longwood University**  
(not yet received)



**THE COLLEGE OF WILLIAM AND MARY**

The School of Education at The College of William and Mary received NCATE accreditation in 1973. The regular on-site review for continuing accreditation occurred November 8-12, 2003, and was chaired by Darrell H. Garber, dean of the College of Education at Tennessee Technological University, and co-chaired by Dr. Linda Bradley of James Madison University. At the NCATE UAB meeting held in March 2004, the School of Education at The College of William and Mary received continuing accreditation, with conditions, at the initial and advanced preparation levels. The School of Education did not meet Standard 6, Unit Governance and Resources.

A letter summarizing the recommendations of the NCATE board for the School of Education and The College of William and Mary may be found in Appendix .

**2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>COLLEGE OF WILLIAM AND MARY</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER- IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	53	3	42	52	3	42	53	3	42	98	75	99
Number Passing Assessment	51		42	49		40	49		41	98	75	99
Institutional Pass Rate	96%		100%	94%		95%	92%		98%	100%	100%	100%

**2002-2003 Praxis II Assessments for Program Completers**

<b>College of William and Mary</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	54	Elementary Educ.	54	100%
	11	English	11	100%
	2	Mathemtics		
	1	French		
	1	German		
	3	Biology		
	2	Chemistry		
	1	Earth Science		



**2002-2003 Declaration of Admissions for The College of William and Mary**

No. of Students	Test Area	Score/Score Range	% Pass
50	Elementary Educ.	146-200	100%
11	English	183-200	100%
2	Mathematics	172-191	100%
12	Social Studies	162-200	100%
1	French	195	100%
1	German	189	100%
3	Biology	178-199	100%
1	Chemistry	184	100%
1	Earth Science	193	100%
2	Heath & PE	164-188	100%

**SAINT PAUL'S COLLEGE**

St. Paul's College was scheduled for an on-site review during the fall semester of 2003. However, the institutional report prepared by the college to address the 20 approved program standards was incomplete. According to the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*, if a report is incomplete the visit is postponed until a complete report is sent to the Department of Education.

On February 12, 2004, the president and provost of St. Paul's College attending a meeting at the Department of Education at which the current status of the teacher preparation program was discussed. At the meeting, the decision was made that the president will submit a written request to the Board of Education for the teacher preparation program to be placed on probation for a period of one year. In the spring semester of 2005, an on-site review of the program will be conducted at which time a decision will be made to recommend approval with stipulations or to deny approval to the program.

**2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>ST. PAUL'S COLLEGE</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER- IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	4		2	4		2	4		2	6		6
Number Passing Assessment												
Institutional Pass Rate												

(No other data submitted)



## **RECOMMENDATIONS**

1. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education approve the following NCATE recommendations:

Continued accreditation with conditions for the College of William and Mary; and

Continued accreditation of the following institutions:

George Mason University  
Radford University  
Longwood University.

2. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education receive the report on the status of the teacher preparation program at Saint Paul's College.

## **SPRING 2004**

During the spring semester of 2004, an on-site review was conducted at each of the following institutions: Old Dominion University, Ferrum College, Bluefield College, Virginia Wesleyan College, Averett University, and James Madison University. A report of findings has been drafted for each program. The reports are in the process of being distributed to the president and dean or director of the professional preparation program at each institution. Upon receipt of the report, each institution has 30 days to respond to the Department of Education. Therefore, the reports and resulting recommendations for these programs will not be available until the fall of 2004. However, Praxis I and Praxis II assessment results, as well as the Declaration of Admission, are provided for these institutions.

### **1. Old Dominion University**

#### **2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>OLD DOMINION UNIVERSITY</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER-IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER-IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER-IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	107	103	61	103	104	63	104	104	63	273	120	279
Number Passing Assessment	100	102	55	80	90	56	88	87	56	268	105	258
Institutional Pass Rate	93%	99%	90%	78%	87%	89%	85%	84%	89%	98%	88%	92%



**2002-2003 Praxis II Assessments for Program Completers**

<b>Old Dominion University</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	50	Elementary Educ.	50	100%
	12	English	10	83%
	1	Mid.Sch. Eng/LA		
	5	Mathematics		
	5	Mid.Sch. Math		
	15	Social Studies	14	93%
	4	Mid.Sch. Soc.St.		
	1	Music Educ.		
	6	Music Content		
	6	Art		
	2	Spanish		
	9	Biology		
	2	Mid.Sch.Science		
	1	Earth/Space Science		
	5	Earth Science		
	4	Technology Educ.		
	8	Health and PE		
	2 students also took a math assessment other than the assessment required by VA			

**2002-2003 Declaration of Admissions for Old Dominion University**

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
10	Art	160-187	100%
24	Biology	142-195	79%
5	Chemistry	139-180	80%
8	Earth Science	139-170	50%
84	Elementary Educ.	153-200	100%
41	English	153-200	85%
5	Health and PE	145-183	80%
3	Marketing Educ.	610-880	100%
13	Mathematics	107-169	46%
2	Middle School Math and Social Studies	176-196	100%
12	Music	154-181	67%
2	Physics	141-181	50%
30	Social Studies	146-200	87%
2	Spanish	187-198	100%
9	Technology Educ.	650-780	100%



## 2. Ferrum College

### 2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

<b>FERRUM COLLEGE</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZEE PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZEE PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER- IZED EPPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	1	8		2	7		1	8			4	
Number Passing Assessment	1	8		2	7		1	8			4	
Institutional Pass Rate	100%	100%		100%	100%		100%	100%			100%	

### 2002-2003 Praxis II Assessments for Program Completers

<b>Ferrum College</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	4	Elementary Educ.	4	100%
	2	Mathematics	2	100%
	2	Social Studies	2	100%
	1	Health and PE	1	100%

### 2002-2003 Declaration of Admissions for Ferrum College

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>%Pass</b>
4	Elementary Educ.	157-164	100%
3	Health and PE	153-181	100%
3	Social Studies	183-187	100%
2	Mathematics	149-153	100%
1	Art	166	100%



### 3. Bluefield College

#### 2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

<b>BLUE-FIELD COLLEGE</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER-IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER-IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER-IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	7	3		8	2		6	4		10	4	10
Number Passing Assessment										10		10
Institutional Pass Rate										100%		100%

#### 2002-2003 Praxis II Assessments for Program Completers

<b>Bluefield College</b>	<b>No. of Students</b>	<b>Test Area`</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	2	Mathematics		
	1	Social Studies		
	1	Business Educ.		

#### 2002-2003 Declaration of Admissions for Bluefield College

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
2	Social Studies	153-161	50%
1	English	172	100%
2	Mathematics	150-153	100%



#### 4. Virginia Wesleyan College

##### 2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

<b>VIRGINIA WESLEYAN COLLEGE</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER- IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	20	17	6	20	17	7	19	17	8	44	27	44
Number Passing Assessment	18	17		13	15		14	15		44	27	44
Institutional Pass Rate	90%	100%		65%	88%		74%	88%		100%	100%	100%

##### 2002-2003 Praxis II Assessments for Program Completers

<b>Virginia Wesleyan College</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	12	Elementary Educ.	12	100%
	5	English		
	6	Social Studies		
	1	Music Content		
	1	Art		
	1	Chemistry		
One student also took an English assessment not required for VA				

##### 2002-2003 Declaration of Admissions for Virginia Wesleyan College

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
8	Elementary Educ.	150-184	100%
6	English	175-192	100%
6	Social Studies	161-194	100%
1	Art	183	100%
1	Chemistry	176	100%
1	Music	173	100%



## 5. James Madison University

### 2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers

<b>JAMES MADISON UNIVERSITY</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER- IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	202	52	8	203	50	8	202	50	9	262	82	263
Number Passing Assessment	187	49		168	42		187	46		262	82	263
Institutional Pass Rate	93%	94%		83%	84%		93%	92%		100%	100%	100%

### 2002-2003 Praxis II Assessments for Program Completers

<b>James Madison University</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	11	Art	11	100%
	3	Biology	3	100%
	3	Elementary Educ.	3	100%
	20	English	20	100%
	8	Mathematics	8	100%
	1	Mid.Sch.Eng/LA	1	100%
	1	Mid.Sch.Soc.St.	1	100%
	1	Physics	1	100%
	8	Social Studies	8	100%
	27	Music Content	27	100%
	3	Marketing Educ.	3	100%
	4	HPE	4	100%



**2002-2003 Declaration of Admissions for James Madison University**

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
56	Elementary Educ.	138-193	98%
22	English	154-199	91%
12	Mathematics	136-169	92%
16	Social Studies	151-194	88%
4	Business Education	590-660	100%
32	Music	149-187	84%
12	Art	161-185	100%
1	German	169	100%
1	Spanish	156	0%
4	Biology	142-189	75%
1	Physics	159	100%
4	Marketing Education	680-790	100%
1	Earth Science	178	100%
2	Health and PE	172-174	100%

**6. Averett University****2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>AVERETT COLLEGE</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER- IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER- IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER- IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	10	14	5	7	15	7	7	15	7	29	13	
Number Passing Assessment	8	13			12			15		29	13	
Institutional Pass Rate	80%	93%			80%			100%		100%	100%	



**2002-2003 Praxis II Assessments for Program Completers**

<b>Averett University</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	9	English	9	100%
	1	Mathematics	1	100%
	1	Social Studies	1	100%
	1	Art	1	100%
	1	Biology	1	100%
	9	Elementary Educ.	9	100%

**2002-2003 Declaration of Admissions for Averett University**

<b>No. of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
19	Elementary Educ.	138-187	95%
1	English	186	100%
1	Art	161	100%
1	Chemistry	160	100%

**CHRISTOPHER NEWPORT UNIVERSITY**

On July 25, 2003, the Board of Education approved the recommendation to discontinue the undergraduate teacher preparation program at Christopher Newport University effective May 31, 2004, and also acted to approve the new Master of Arts in Teaching (MAT) program as a two-year pilot. A progress report on the implementation of the new program was submitted to the Department of Education on April 1, 2004, and to the advisory board at the April meeting. The report will contain background information on the development of the MAT program, a description of the organization and operation of the program including admission requirements and procedures and current enrollment data, a calendar of events, information about the process for advising students, and an update on the partnership with the Newport News public schools.

**2002-2003 Praxis I: Reading, Writing, Mathematics Assessments for Program Completers**

<b>Christopher Newport University</b>	<b>PPST READING</b>	<b>CBT READING</b>	<b>COMPUTER-IZED PPST READING</b>	<b>PPST WRITING</b>	<b>CBT WRITING</b>	<b>COMPUTER-IZED PPST WRITING</b>	<b>PPST MATHEMATICS</b>	<b>CBT MATHEMATICS</b>	<b>COMPUTER-IZED PPST MATHEMATICS</b>	<b>AGGREGATE-- BASIC SKILLS</b>	<b>AGGREGATE ACADEMIC CONTENT</b>	<b>SUMMARY TOTALS AND PASS RATES</b>
Number Taking Assessment	6	38	9	8	37	9	5	39	9	54	39	55
Number Passing Assessment		37			32			34		53	39	54
Institutional Pass Rate		97%			86%			87%		98%	100%	98%



**2002-2003 Praxis II Assessments for Program Completers**

<b>Christopher Newport University</b>	<b>No. of Students</b>	<b>Test Area</b>	<b>Number Passing</b>	<b>Pass Rate</b>
	<b>23</b>	<b>Elementary Educ.</b>	<b>23</b>	<b>100%</b>
	<b>5</b>	<b>English</b>		
	<b>4</b>	<b>Mid.Sch.Eng/LA</b>		
	<b>1</b>	<b>Mathematics</b>		
	<b>1</b>	<b>Mid.Sch.Math</b>		
	<b>1</b>	<b>Social Studies</b>		
	<b>4</b>	<b>Mid.Sch.Soc.St.</b>		
	<b>1</b>	<b>Music Content</b>		
	<b>1</b>	<b>Art</b>		
	<b>1</b>	<b>Spanish</b>		
	<b>1</b>	<b>Biology</b>		
	<b>6</b>	<b>HPE</b>		

**2002-2003 Declaration of Admissions for Christopher Newport University**

<b># of Students</b>	<b>Test Area</b>	<b>Score/Score Range</b>	<b>% Pass</b>
34	Elementary Educ.	147-192	100%
1	Art	160	100%
6	English	166-200	83%
6	Health and PE	160-190	100%
2	Biology	139-168	50%
1	German	200	100%
5	Social Studies	158-167	80%
2	Mathematics	125-159	50%
4	Mid.Schl. English	174-198	100%
1	Mid.Schl. Math	171	100%
4	Mid.Schl. Soc.Studies	166-194	100%
1	Music	160	100%
1	Spanish	177	100%

**RECOMMENDATIONS**

The Advisory Board on Teacher Education and Licensure recommends the following:

1. That the Board of Education receive the recommendations of the on-site review teams in the fall of 2004.
2. That the Board of Education receive the progress report on the implementation of the graduate teacher preparation program at Christopher Newport University.



# **APPENDIX A**

Membership of the  
Advisory Board on Teacher Education and Licensure



## MEMBERSHIP

### ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE (ABTEL)

#### Membership

*(ABTEL members are appointed for three-year terms effective July 1. No person may be appointed to serve for more than two consecutive terms.)*

#### Higher Education (Public)

Dr. William H. Graves, III  
Dean, Darden College of Education  
Old Dominion University  
120 Education Building  
Norfolk VA 23529-0156  
(757) 683-3938 Fax: (757) 683-5083  
E-mail: wgraves@odu.edu  
Term: 1 7/1/03 to 6/30/06

#### Nonpublic School (Secondary)

Margaret Shibley Gray  
Director of Admissions/Teacher  
Saint Gertrude High School  
3215 Stuart Avenue  
Richmond VA 23221  
(804) 358-9885, ext. 307  
Fax: (804) 353-8929  
E-mail: mshibley@saintgertrude.org  
Term: 1 7/1/01 to 6/30/04

#### School Board Member

Vacant

#### Classroom Teacher (Elementary)

Sharon L. Condrey  
13620 Bundle Road  
Chesterfield VA 23838  
(804) 674-1370  
Home: (804) 590-9305  
E-mail: sharon\_condrey@ccpsnet.net  
(Chesterfield County Public Schools)  
Term: 2 7/1/03 to 6/30/06

#### Classroom Teacher (Secondary)

Mark L. Ingerson  
1059 Kessler Mill Road  
Salem VA 24153  
(540) 387-2437  
Home: (540) 389-4396  
E-mail: mingerson@salem.k12.va.us  
(Salem City Public Schools)  
Term: 1 7/01/02 to 6/30/05

#### Parent/Teacher Association

Rená White  
P. O. Box 25265  
Richmond VA 23260  
(804) 288-1754  
Fax: (804) 288-7684  
Home: (804) 321-9465  
E-mail: rwhite9500@aol.com  
Term: 1 7/1/02 to 6/30/05

#### Classroom Teacher (Secondary)

Cynthia D. Baird  
Brentsville High School  
12109 Aden Road  
Nokesville VA 20181  
(703) 594-2161 Fax: (703) 594-2365  
E-mail: bairdc@pwcs.edu  
(Prince William County Public Schools)  
Term: 1 7/1/03 to 06/30/06

#### At Large

Dale E. Sander  
Division Superintendent  
Fredericksburg City Public Schools  
817 Princess Anne Street  
Fredericksburg VA 22401  
(540) 372-1130 Fax: (540) 372-1111  
Home: (540) 373-7207  
E-mail: dsander@cityschools.com  
Term: 1 7/1/01 to 6/30/04



School Principal

Dr. Nancy M. Davenport  
Kingston Elementary School  
3532 King's Grant Road  
Virginia Beach VA 23452  
(757) 431-4015 Fax: (757) 431-4017  
E-mail: ndavenpo@vbcps.k12.va.us  
(Virginia Beach City Public Schools)  
Term: 1 7/1/02 to 6/30/05

Higher Education (Independent)

Dr. Ronald E. Diss  
511 North Main Street  
Rural Retreat VA 24368  
(276) 944-6821  
Home: (276) 686-5539  
E-mail: rediss@ehc.edu  
(Emory and Henry College)  
Term: 2 7/1/03 to 6/30/06

Classroom Teacher (Middle)

Suzanne Meyer  
154 Mosby Circle  
Warrenton VA 20186  
(540) 347-6140 Fax: (540) 349-2625  
Home: (540) 349-3066  
E-mail: smeyer@fcpsl.org  
(Fauquier County Public Schools)  
Term: 1 7/1/02 to 6/30/05

Classroom Teacher (Career and Technical Education)

Linda W. Kelly  
2810 Park Boulevard  
Marion VA 24354  
(276) 646-8117 Fax: (276) 781-2097  
Home: (276) 783-2264  
E-mail: lindaawk@hotmail.com  
(Smyth County Public Schools)  
Term: 1 7/1/02 to 6/30/05

Division Superintendent

James B. Scott  
Scott County Public Schools  
261 East Jackson Street  
Gate City VA 24251  
(276) 386-6118 Fax: (276) 386-2684  
E-mail: super@scott.k12.va.us  
Term: 1 7/1/03 to 6/30/06

Classroom Teacher (Elementary)

Nancy Miller  
1402 Westbriar Drive  
Richmond VA 23233  
(804) 750-2670  
Home: (804) 741-9084  
E-mail: njmiller@henrico.k12.va.us  
(Henrico County Public Schools)  
Term: 1 7/01/02 to 6/30/05

Personnel Administration

Dr. Judy Davis-Dorsey  
211 Ferguson Avenue  
Newport News VA 23601  
(757) 898-0392 Fax: (757) 890-0771  
Home: (757) 596-6154  
E-mail: jdavisdors@ycsd.york.va.us  
(York County Public Schools)  
Term: 2 7/1/99 to 6/30/05

Business Community

Rene Massey Ashjian  
SalesBoost  
10901 Ashmont Court  
Glen Allen VA 23060  
(804) 360-8764  
Fax: (804) 360-5636  
E-mail: Rene7176@aol.com  
Term: 1 7/1/03 to 6/30/06

Classroom Teacher (Middle)

Rebecca Hill  
Maury River Middle School  
600 Waddell Street  
Lexington VA 24450  
(540) 463-3129 Fax: (540) 464-4838  
Home: (540) 464-5617  
E-mail: hillb@adelphia.net  
(Rockbridge County Public Schools)  
Term: 1 7/1/03 to 6/30/06

Classroom Teacher (Middle)

Vacant

Classroom Teacher (Elementary)

Cheryl Lightfoot  
23209 Zachary Taylor Highway  
Culpeper VA 22701  
(540) 967-1492  
Home: (540) 825-3938  
E-mail: czlight@yahoo.com  
(Louisa County Public Schools)  
Term: 1 7/1/01 to 6/30/04



**Board of Education Liaison to ABTEL**

Dr. Ella P. Ward

Board of Education  
1517 Pine Grove Lane  
Chesapeake VA 23321  
(757) 488-6843 Fax (757) 393-5020  
E-mail: epwhlw@worldnet.att.net

**Ex-Officio Members**

Dr. Toni Cleveland

Virginia Community College System  
Vice Chancellor, Academic Services and Research  
James Monroe Building  
101 North 14<sup>th</sup> Street, 15<sup>th</sup> Floor  
Richmond VA 23219  
(804) 819-4972 Fax: (804) 819-4770  
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Dr. Gary Krapf

State Council of Higher Education for Virginia  
Senior Associate for Academic Affairs  
Gear Up Project Director  
James Monroe Building  
101 North 14th Street, 9<sup>th</sup> Floor  
Richmond VA 23219  
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E-mail: GaryKrapf@schev.edu

**Department of Education Staff**

Department of Education  
Teacher Education and Licensure  
P. O. Box 2120  
Richmond VA 23218-2120  
Fax: (804) 786-6759

Dr. Thomas A. Elliott, ABTEL Liaison  
Assistant Superintendent  
Phone: (804) 371-2522  
E-mail: telliott@mail.vak12ed.edu

Dr. JoAnne Y. Carver  
Liaison for Teacher Education  
Director of Teacher Education  
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E-mail: jcarver@mail.vak12ed.edu

Patty S. Pitts  
Liaison for Professional Licensure  
Director of Professional Licensure  
Phone: (804) 371-2471  
E-mail: ppitts@mail.vak12ed.edu



## **APPENDIX B**

National Council for Accreditation of Teacher Education (NCATE)  
Letters



November 3, 2003

Charles Steger  
President  
Virginia Polytechnic Institute & State University  
Blacksburg, VA 24061

Dear President Steger:

At its October 21-26, 2003, meeting in Washington, DC, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the professional education unit, as the unit that oversees the professional education offerings at Virginia Polytechnic Institute & State University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the professional education unit at Virginia Polytechnic Institute & State University at the initial teacher preparation and advanced preparation levels. This accreditation decision pertains to the main campus as well as the Northern Virginia Graduate Center, the Southwest Virginia Center for Higher Education, the Virginia Tech Richmond Center, the Virginia Tech Roanoke Center, and the Hampton Roads Center.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation and to express appreciation for the cooperation received from the faculty, staff, and administration of your institution.

The Unit Accreditation Board cited the following areas for improvement:

- The unit has not developed clear dispositions that candidates are expected to demonstrate. (*Standard 1*)
- The unit has not articulated a plan for the systematic review of candidate and program data to improve program and unit operations. (*Standard 2*)
- The unit has not linked its performance assessment measures to candidate performance expectations at identified transition points. (*Standard 2*)
- Education faculty and the P-12 professional community have had limited involvement in the design of the unit assessment system. (*Standard 2*)
- Inconsistent communication among programs adversely affects the design of the assessment plan. (*Standard 6*)

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

Soon you will receive a letter confirming the date of your next NCATE visit. (In partnership states, the date of the visit must be determined jointly by the state and



Charles Steger  
November 3, 2003  
Page 2

NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.

To assist you in letting potential students and the public know the benefits of attending a professionally accredited school, college, or department of education, we have also enclosed (with the copy of this letter that is sent to the head of your professional education unit) a packet that includes general communications information. In addition, we encourage you to visit the "Press Packets" section of NCATE's website, where you can access a sample press release and other pertinent information. Please feel free to contact NCATE's communications department if you need further assistance.

Also enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and also lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "A. E. Wise", written in a cursive style.

Arthur E. Wise

Enclosures

cc: Jerry Niles, Interim Dean, College of Human Resources and Education  
Byrd G. Latham, Teacher Education Specialist, Virginia Department of Education  
Board of Examiners Team



October 29, 2003

John M. Borek  
President  
Liberty University  
1971 University Boulevard  
Lynchburg, VA 24502

Dear President Borek:

At its October 21-26, 2003, meeting in Washington, DC, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for accreditation of the School of Education as the unit that oversees the professional education offerings at Liberty University. This letter is written to inform you of the Unit Accreditation Board's decision to grant accreditation at the initial teacher preparation level, and to grant provisional accreditation at the advanced preparation level, to the School of Education at Liberty University.

Details of the Unit Accreditation Board's findings are provided in the enclosed accreditation action report. Strengths noted in the Board of Examiners report have not been reiterated in the accreditation action report but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

NCATE's decision to grant provisional accreditation at the advanced preparation level to Liberty University requires that the institution host a visit (no later than fall 2005) focused solely on Standard 5 at the advanced preparation level, which was found unmet by the Unit Accreditation Board. Following the visit, the actions that may be rendered by the Unit Accreditation Board include continuing accreditation or revocation of accreditation at the advanced preparation level.

In addition to the areas for improvement related to Standard 5 at the advanced preparation level, which are listed on the accreditation action report, the Unit Accreditation Board also cited the following areas for improvement:

- No tracking system exists to ensure that each candidate at every level has the required variety of diverse experiences. (*Standard 3*)
- Candidates do not have opportunities to work with diverse faculty. (*Standard 4*)
- Workload policies, including policies regarding online course delivery, do not allow faculty members to be effectively engaged in scholarship and advisement. (*Standard 6*)

Your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. In addition, you will be expected to report evaluations and changes in relation to all six standards.

The recent meeting of NCATE's Unit Accreditation Board culminates several years of preparation and deliberation on the part of both the institution seeking accreditation and NCATE. Beginning with the institutional self-study and ending with the deliberations of the Unit Accreditation Board, a great deal of thought and effort went into the accreditation process.



**ACCREDITATION ACTION REPORT**  
**National Council for Accreditation of Teacher Education**

**Liberty University**  
**Lynchburg, VA**

**October 2003**

***ACCREDITATION DECISION:*** Accreditation is granted at the initial teacher preparation level. Provisional accreditation is granted at the advanced preparation level. This decision grants accreditation to the advanced preparation level for a two-year period. A visit focused on Standard 5 at the advanced preparation level must take place no later than fall 2005 to continue accreditation at the advanced preparation level beyond this period.

***Please refer to the action letter for additional areas for improvement cited Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.***

**STANDARDS MET:**

1. **Candidate Knowledge, Skills, and Dispositions**
2. **Assessment System and Unit Evaluation**
3. **Field Experiences and Clinical Practice**
4. **Diversity**
5. **Faculty Qualifications, Performance, and Development (*initial teacher preparation level*)**
6. **Unit Governance and Resources**

**STANDARD NOT MET:**

5. **Faculty Qualifications, Performance, and Development (*advanced preparation level*)**

**AREAS FOR IMPROVEMENT:**

**Standard 5. Faculty Qualifications, Performance, and Development**

(*Advanced preparation level*) Faculty productivity in scholarship does not support advanced programs and doctoral level research.



April 12, 2004

Douglas Covington  
President  
Radford University  
P.O. Box 6890  
Radford, VA 24142

Dear President Covington:

At its March 28-April 1, 2004, meeting in Salt Lake City, UT, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the College of Education and Human Development as the unit that oversees the professional education offerings **at Radford University**. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education at Radford University at the initial teacher preparation and advanced preparation levels.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation and to express appreciation for the cooperation received from the faculty, staff, and administration of your institution. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

The Unit Accreditation Board cited the following areas for improvement:

- *(Advanced Preparation)* Assessment of dispositions is not clearly linked to the conceptual framework. *(Standard 1)*
- Candidates in music and English programs have not achieved an 80 percent pass rate on the licensing tests mandated by Virginia. *(Standard 1)*
- *(Initial Teacher Preparation)* The science and social studies education programs have not met the standards for their respective specialized professional associations. *(Standard 1)*
- *(Advanced Preparation)* The school psychology program has not met the standards for its specialized professional association. *(Standard 1)*
- The unit has not delineated procedures to ensure fairness, accuracy, and consistency in the assessment of candidate performance. *(Standard 2)*
- Assessment measures are not clearly linked to candidate proficiencies outlined in state and institutional standards. *(Standard 2)*

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.



Douglas Covington  
April 12, 2004  
Page 2

In accordance with Virginia's five-year accreditation cycle, the next NCATE visit is scheduled for fall 2008. You will begin to receive materials for that visit approximately two years in advance. (In partnership states, the date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.

To assist you in letting potential students and the public know the benefits of attending a professionally accredited school, college, or department of education, we have also enclosed (with the copy of this letter that is sent to the head of your professional education unit) a packet that includes general communications information. In addition, we encourage you to visit the "Press Packets" section of NCATE's website, where you can access a sample press release and other pertinent information. Please feel free to contact NCATE's communications department if you need further assistance.

Also enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and also lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,



Arthur E. Wise

Enclosures

cc: R. Paul Sale, Dean, College of Education and Human Development  
Byrd G. Latham, Teacher Education Specialist, Virginia Department of Education  
Board of Examiners Team



# NCATE

The Standard of Excellence  
in Teacher Preparation

National Council for Accreditation of Teacher Education

Arthur E. Wise  
President

April 12, 2004

Alan G. Merten  
President  
George Mason University  
4400 University Drive  
Fairfax, VA 22030-4444

Dear President Merten:

At its March 28-April 1, 2004, meeting in Salt Lake City, UT, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the Graduate School of Education as the unit that oversees the professional education offerings at George Mason University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the Graduate School of Education at George Mason University at the initial teacher preparation and advanced preparation levels.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation and to express appreciation for the cooperation received from the faculty, staff, and administration of your institution. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

The Unit Accreditation Board cited the following areas for improvement:

- Evidence of candidate knowledge, skills, and dispositions varied across programs, and aggregated data were not available for some programs. (*Standard 1*)
- The unit assessment system is unevenly implemented across programs. (*Standard 2*)
- Some candidates in the Emotional Disturbances/Learning Disabilities PK-12 dual licensure program do not have the opportunity to work with students from both elementary and secondary levels. (*Standard 3*)
- Candidates receiving a PK-12 license in English as a Second Language through the UTEEM program do not have experience working with secondary students for whom English is not the first language. (*Standard 3*)
- The number of full-time faculty is insufficient in relation to the number of candidates. (*Standard 6*)

2010 Massachusetts Avenue, NW, Suite 500  
Washington, DC 20036-1023  
phone 202.466.7496 fax 202.296.6620  
email [ncate@ncate.org](mailto:ncate@ncate.org) [www.ncate.org](http://www.ncate.org)



Alan G. Merten  
April 12, 2004  
Page 2

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

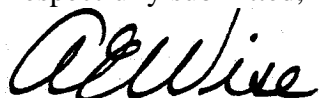
In accordance with Virginia's five-year accreditation cycle, the next NCATE visit is scheduled for fall 2008. You will begin to receive materials for that visit approximately two years in advance. (In partnership states, the date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.

To assist you in letting potential students and the public know the benefits of attending a professionally accredited school, college, or department of education, we have also enclosed (with the copy of this letter that is sent to the head of your professional education unit) a packet that includes general communications information. In addition, we encourage you to visit the "Press Packets" section of NCATE's website, where you can access a sample press release and other pertinent information. Please feel free to contact NCATE's communications department if you need further assistance.

Also enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and also lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,



Arthur E. Wise

Enclosures

cc: Jeffrey Gorrell, Dean, Graduate School of Education  
Byrd G. Latham, Teacher Education Specialist, Virginia Department of Education  
Board of Examiners Team



April 12, 2004

Patricia P. Cormier  
President  
Longwood University  
201 High Street  
Farmville, VA 23909

Dear President Cormier:

At its March 28-April 1, 2004, meeting in Salt Lake City, UT, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the College of Education and Human Services as the unit that oversees the professional education offerings at Longwood University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education and Human Services at Longwood University at the initial teacher preparation and advanced preparation levels.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation and to express appreciation for the cooperation received from the faculty, staff, and administration of your institution. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

The Unit Accreditation Board cited the following areas for improvement:

- Due to budget constraints, some faculty are assigned excessive teaching and administrative loads that may have a negative impact on scholarship and service. (*Standard 6*)
- Load assignments lack consistency. (*Standard 6*)

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

In accordance with Virginia's five-year accreditation cycle, the next NCATE visit is scheduled for fall 2008. You will begin to receive materials for that visit approximately two years in advance. (In partnership states, the date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.



Patricia P. Cormier

April 12, 2004

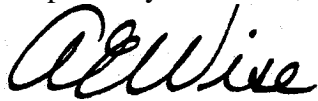
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To assist you in letting potential students and the public know the benefits of attending a professionally accredited school, college, or department of education, we have also enclosed (with the copy of this letter that is sent to the head of your professional education unit) a packet that includes general communications information. In addition, we encourage you to visit the "Press Packets" section of NCATE's website, where you can access a sample press release and other pertinent information. Please feel free to contact NCATE's communications department if you need further assistance.

Also enclosed is a copy of NCATE's Policies of Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and also lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,



Arthur E. Wise

Enclosures

cc: C. Sue McCullough, Dean, College of Education and Human Services  
Byrd G. Latham, Teacher Education Specialist, Virginia Department of Education  
Board of Examiners Team



April 7, 2004

Timothy Sullivan  
President  
The College of William and Mary  
P.O. Box 8795  
Williamsburg, VA 23185

Dear President Sullivan:

At its March 28-April 1, 2004, meeting in Salt Lake City, UT, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the School of Education as the unit that oversees the professional education offerings at the College of William and Mary. This letter is written to inform you of the Unit Accreditation Board's decision to continue accreditation, with conditions, at the initial teacher preparation and advanced preparation levels of the School of Education at the College of William and Mary.

Details of the Unit Accreditation Board's findings are provided in the enclosed accreditation action report. Strengths noted in the Board of Examiners report have not been reiterated in the accreditation action report but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

NCATE's decision to continue the accreditation of The College of William and Mary with conditions requires that the institution submit documentation by October 1, 2004 focused on Standard 6, which was found unmet by the Unit Accreditation Board. General guidance on the format of the documentation is enclosed. At its next meeting, in October 2004, the Unit Accreditation Board will decide to either (1) continue the accreditation of The College of William and Mary or (2) require a focused visit in or before the fall 2005 semester.

Please note that the College of William and Mary may also choose to waive the option of submitting documentation by October 1, 2004, in favor of hosting a focused visit on Standard 6, to take place in or before the spring 2006 semester. If the unit chooses this course of action, please inform NCATE of this decision by October 1, 2004.

In addition to the areas for improvement related to Standard 6, which are listed on the accreditation action report, the Unit Accreditation Board also cited the following areas for improvement:

- The unit's timeline does not ensure that all components of the assessment system will be in place by fall 2004. (*Standard 2*)
- Not all rubrics for assessments at key decision points in each program have been aligned with the conceptual framework. (*Standard 2*)
- The unit has not made plans for testing candidate performance assessments for fairness, accuracy, and consistency. (*Standard 2*)
- (*Initial Teacher Preparation*) Candidates have little opportunity to interact with ethnically and racially diverse faculty. (*Standard 4*)

Your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. In addition, you will be expected to report evaluations and changes in relation to all six standards.



Timothy Sullivan  
April 7, 2004  
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The recent meeting of NCATE's Unit Accreditation Board culminates several years of preparation and deliberation on the part of both the institution seeking accreditation and NCATE. Beginning with the institutional self-study and ending with the deliberations of the Unit Accreditation Board, a great deal of thought and effort went into the accreditation process. NCATE places great faith in its Board of Examiners members and the Unit Accreditation Board, and we want you to know that your unit was examined carefully throughout each stage of the accreditation process. Moreover, we have been most pleased with the cooperation received from the faculty, staff, and administration of your institution. Please let us know if there is anything we might do to explain the findings of the Board or to assist you in determining any future courses of action.

Enclosed are copies of NCATE's policies on dissemination of information and policies and procedures regarding accreditation with conditions. Also enclosed are appeals procedures that describe the alternatives available to your institution. Please note that you have until **April 26, 2004, to file** a notice of intent to appeal the decision by the Unit Accreditation Board, should you elect to do so. The decision to continue accreditation with conditions will be considered final and a matter of public record on April 27, 2004, unless a notice of intent to appeal has been received by close of business on April 26. If a notice to appeal is filed on or before that date, the accreditation decision will not be considered final until the appeals process is exhausted.

If the College of William and Mary does not appeal or loses its appeal of the decision to continue accreditation with conditions, NCATE requires that the unit's accreditation status, as well as the possible outcomes of the next review, be communicated by the university to candidates enrolled in professional education programs. If the institution does not appeal, or loses its appeal, the accreditation with conditions status will also be noted in all official lists of NCATE-accredited institutions.

You may receive press inquiries regarding the Unit Accreditation Board's recent decision. If you need assistance with these inquiries, feel free to contact the Communications Department at the NCATE office. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,



Arthur E. Wise

Enclosures

cc: Virginia L. McLaughlin, Dean, School of Education  
Byrd G. Latham, Teacher Education Specialist, Virginia Department of Education  
Board of Examiners Team



**ACCREDITATION ACTION REPORT**  
**National Council for Accreditation of Teacher Education**

**The College of William and Mary**

**March 2004**

***ACCREDITATION DECISION.*** • Continuing accreditation with conditions is granted at the initial teacher preparation and advanced preparation levels. In response to Standard 6, the institution must submit documentation to NCATE by October 1, 2004.

***Please refer to the action letter for additional areas for improvement cited. Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.***

*Please refer to the action letter for additional areas for improvement cited. Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.*

**STANDARDS MET:**

- 1. Candidate Knowledge, Skills, and Dispositions**
- 2. Assessment System and Unit Evaluation**
- 3. Field Experiences and Clinical Practice**
- 4. Diversity**
- 5. Faculty Qualifications, Performance, and Development**

**STANDARD NOT MET:**

- 6. Unit Governance and Resources**

**AREAS FOR IMPROVEMENT:**

*(The following areas for improvement apply to the initial and advanced preparation levels except where otherwise indicated)*

**Standard 6. Unit Governance and Resources**

The unit does not have sufficient numbers of clerical and technical staff to support administrative operations and the unit assessment system.

The lack of adequate and up-to-date facilities negatively impacts unit operations.

The unit's budget constraints and restrictions negatively impact unit operations.  
Accreditation Action Report

NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself.